

ESTILL ELEMENTARY

P.O. Box 1027

Estill,, South Carolina 29918

GRADES PK-4 Elementary School

ENROLLMENT 518 Students

PRINCIPAL Daisy B. Orr 803-625-2941

SUPERINTENDENT Dennis Thompson, Jr. 803-625-5000

BOARD CHAIR Mrs. Myrtle Sumter 803-625-2187

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	55	51	3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Average	No
2004	Average	Average	Yes

DEFINITIONS OF DISTRICT RATING TERMS

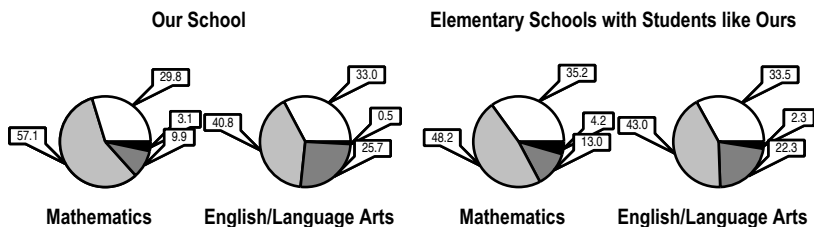
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

51.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	195	99.5	33.0	40.8	25.7	0.5	33.0	Yes	Yes
Gender									
Male	106	100.0	38.5	43.3	18.3	0.0	24.0		
Female	89	98.9	26.4	37.9	34.5	1.1	43.7		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	184	99.5	34.4	40.6	24.4	0.6	31.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	167	100.0	27.4	43.3	28.7	0.6	36.0		
Disabled	28	96.4	66.7	25.9	7.4	0.0	14.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	195	99.5	33.0	40.8	25.7	0.5	33.0		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	190	99.5	33.3	40.3	25.8	0.5	32.3		
Socio-Economic Status									
Subsidized meals	178	99.4	33.9	42.5	23.0	0.6	30.5	Yes	Yes
Full-pay meals	17	100.0	23.5	23.5	52.9	0.0	58.8		

Mathematics - State Performance Objective = 15.5%									
All Students	195	100.0	30.2	56.8	9.9	3.1	24.5	Yes	Yes
Gender									
Male	106	100.0	26.0	63.5	6.7	3.8	18.3		
Female	89	100.0	35.2	48.9	13.6	2.3	31.8		
Racial/Ethnic Group									
White	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	184	100.0	32.0	55.2	9.9	2.8	23.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	167	100.0	25.0	61.0	10.4	3.7	26.8		
Disabled	28	100.0	60.7	32.1	7.1	0.0	10.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	195	100.0	30.2	56.8	9.9	3.1	24.5		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	190	100.0	31.0	56.1	9.6	3.2	23.5		
Socio-Economic Status									
Subsidized meals	178	100.0	31.4	56.6	9.1	2.9	23.4	Yes	Yes
Full-pay meals	17	100.0	17.6	58.8	17.6	5.9	35.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	107	99.1	41.0	42.0	15.0	2.0	17.0
	Grade 4	129	100.0	40.3	47.9	11.8	N/A	11.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	95	99.0	26.6	44.7	27.7	1.1	28.7
	Grade 4	100	100.0	39.0	38.0	22.0	1.0	23.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	107	100.0	38.0	52.0	8.0	2.0	10.0
	Grade 4	129	100.0	55.5	37.0	6.7	0.8	7.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	95	100.0	23.2	63.2	10.5	3.2	13.7
	Grade 4	100	100.0	37.0	50.0	9.0	4.0	13.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 518)				
First graders who attended full-day kindergarten	84.7%	N/C	100.0%	100.0%
Retention rate	5.6%	N/A	3.5%	2.7%
Attendance rate	96.1%	Down from 96.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%		5.8%	3.5%
Eligible for gifted and talented	2.4%	Up from 1.7%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.0%	Up from 6.6%	8.0%	8.2%
Older than usual for grade	3.9%	Up from 2.6%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 10.2%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	25.6%	Down from 26.8%	48.4%	51.4%
Continuing contract teachers	79.5%	Up from 70.7%	80.0%	87.5%
Highly qualified teachers**	80.6%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	22.6%		3.4%	0.0%
Teachers returning from previous year	85.9%	Up from 82.2%	82.5%	86.7%
Teacher attendance rate	95.5%	No change	94.7%	94.9%
Average teacher salary	\$35,195	Down 0.9%	\$39,648	\$40,760
Prof. development days/teacher	11.5 days	Up from 10.6 days	13.4 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 20.5 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 88.8%	88.9%	90.0%
Dollars spent per pupil*	\$6,422	Up 10.4%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	60.0%	Up from 0.0%	63.9%	65.9%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	93.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	84.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Estill Elementary School is to create an environment that gives all children the opportunity to achieve their fullest potential in order to become productive and responsible citizens. With the cooperation of the parents, students, community and the school our mission can be accomplished.

Our school underwent major construction last year and the results are astounding. We are very proud of our newly renovated building. Our entire school reflects a sense of functional arrangement, orderliness, inviting, with classes that are conducive for learning. We are very proud of our school.

We are continuing to upgrade our staff and explore innovative instructional strategies. Our staff is involved in meaningful and useful staff development year-round. Our goal is to set high expectations and work with the students and the parents to experience success.

This year our school was assisted with the help of three Teacher-Specialists on-site and a full-time Science Coach. We planned and implemented many new and different educational experiences. Our students were excited and eager to learn. We are sure our students have benefited from these experiences.

We are expecting continuous improvement on the PACT scores. We implemented the NWEA (North West Evaluation Association) and hope to see tremendous improvement from our students.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	87	56
Percent satisfied with learning environment	81.6%	87.1%	80.0%
Percent satisfied with social and physical environment	89.5%	85.9%	69.6%
Percent satisfied with home-school relations	52.6%	82.1%	73.6%

*Only students at the highest elementary school grade level at this school and their parents were included.